



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3: January 1, 2019 - June 30, 2020**

Grant period from

☒ Pre-award costs are not permitted.

Application stamp-in date and time

RECEIVED  
TEXAS EDUCATION AGENCY  
2018 NOV 13 AM 11:59  
DOCUMENT CONTROL CENTER  
GRANTS ADMINISTRATION

**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization	Crowley ISD	CDN	220-912	Vendor ID	1751247307	ESC	11	DUNS	028428191
Address	512 Peach Street	City	Crowley	ZIP	76036	Phone	817-297-5800		
Primary Contact	Michael Williams	Email	Michael.Williams@crowley.k12.tx.us			Phone	817-297-5282		
Secondary Contact	Crystel Polk	Email	Crystel.Polk@Crowley.k12.tx.us			Phone	817-297-5296		

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input type="checkbox"/> General Provisions and Assurances                          | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Michael McFarland, Ed.D

Title Superintendent

Email Michael.McFarland@Crowley.k12.tx.us

Phone 817-297-5230

Signature

Date 10-29-2018

Grant Writer Name Thersa Kohler

Signature

Date 10-29-2018

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of

701-18-106-070

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Crowley ISD currently has a 21.1% teacher turnover. Which consist of a large percentage of our hard-to-fill areas such as: Bilingual, Special Education, Career and Technology teachers. CISD needs to reduce turnover.	In the candidate selection process CISD will 1) identity recruits interested in hard-to-fill areas 2)make sure candidates meet IHE requirements to continue through IHE and EPP program 3)recruit a mentor for each candidate to improve the length of employment that will directly effect the turnover rate.
CISD's current student to teacher demographics reveals 43.1% (AA) student to 22.1% (AA) teachers; 31.1% (H) students to 10.4% (H) teachers; 17.7% (W)students to 64.6% (W). This data is not mirrored.	CISD will increase the diversity by: 1) a plan will be developed to recruit diverse paraprofessionals and instructional aides within CISD 2) candidates will have 60 college hours or a bachelor's degree 3) Candidates will be able to enroll in the IHE or EPP to complete teacher certification.
Students currently in the Educational and Training Program are students who are historically under represented within CISD teaching demographics. The program is not being marketed to gain new students.	The current model will be reconstructed to increase an interest and target a greater diversity within the program. Based on teachers degree level they will receive a stipend in teaching the Educational and Training classes which will generate stakeholder buy in with students.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Pathway 1: By May 2021 Crowley ISD's Education and Training program will increase the student cluster diversity population by 50% and students associated with TAFE by 50%.

Pathway 2: By the end of May 2021, 100% of teacher candidates that entered the Tarleton University Education Preparatory Program through a partnership will complete a certification in All Level SPED, EC-6th Generalist, 4-8 Math, or Bilingual education and begin teaching within Crowley ISD schools the fall of 2021 for a minimum of three years.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

During the first quarter the below benchmarks will take place: Candidates will be recruited who are interested in the hard to staff certifications in CISD such as bilingual education, SPED, 4-8 math, and Career and Technology teachers. CISD identified candidates that will be evaluated through a selected criteria that meets CISD and Tarleton's district needs assessment. Then CISD and Tarleton University will begin the application process and course outline for selected candidates to begin certification classes by summer of 2019. CISD will assign each teacher candidate with a mentor that is currently teaching in the hard to staff area within Crowley ISD. A diversity audit will occur in the current Educational and Training courses offered to both high schools in CISD. Based upon these findings a recruitment and marketing plan will be developed to ensure a successful participation. CISD will work with Tarleton to ensure students enrolled in the Educational program have extended opportunities to fulfill their education degree and return back to CISD to become teachers in the hard to fill areas.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

CISD Professional development will begin a Next Level Teacher program that will meet monthly to ensure students are on track with their educational goals. This will be a place where the high school student cohort and the teaching certification candidates will meet with their mentors and central administration PD staff. Tarleton will complete four site visit to the respective campuses of each teaching candidate to ensure they are on track for completion by May 2021. Teacher candidates will complete 18 graduate hours to earn a Texas certification at Tarleton University. Teacher candidates will take and pass the TExES content exam and ESL supplemental certification. In addition, CISD will work diligently with its current partner Tarrant County Community College to increase the dual credit offerings for the Educational and Training program. CISD will develop a pathway for high school students to Tarrant County College then to Tarleton University to complete an Bachelors with a teaching certification.

**Third-Quarter Benchmark**

CISD teachers and mentors will continue to meet weekly in addition to their monthly professional development Next Level Teacher meetings. CISD and Tarleton will review and all field based teacher experiences and will add any additional field experience needed based on field evaluation. Mentors and principals will submit feedback surveys to help align any additional field experience needed. Data will be collected from the first and second benchmark to assure we are meeting all said deadlines established by TEA.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Crowley ISD has developed a team that consist of: Chief of Employee Services, Deputy Superintendent of Curriculum and Instruction, Director of College and Career Readiness, and Executive Director of Professional Development. This executive team will meet and collaborate with Tarleton University TMATE administrators within a minimum of three times per project year to evaluate a variety of metrics that will help guide an immediate decision-making process that will support students and teacher demographics be mirrored throughout CISD teaching staff. The collaboration between the IHE and LEA will be called the G.R.O.W (Giving Recruits Opportunities to be Well-prepared) Committee. The plan outlines the use of the identified SMART goals for Pathway one and two, benchmarks, performance measures, and activities. These items will be evaluated each semester to ensure that progress is being met. A grant timeline was created by the G.R.O.W Committee that specifies the expected and initiated date of completion for each benchmark and outcome. The timeline will serve as a tool for data to be collected and analyzed at the end of each semester for student activities. Modifications to plan, if needed: In implementing a grant program, Crowley ISD understands that it is critical to put a plan in place for modifications to ensure that all the benchmarks are met. The GROW Committee will collect data on project and implementation and teacher recruits progress in coursework. Tarleton's TMATE professor's will use course evaluations to provide feedback to CISD. In order to ensure our commitment to authentic learning experiences we will gain feedback by providing: additional surveys related to alignment and effectiveness of the residency will be collected from teacher mentors and program recruits as well as district staff. Surveys will be collected at each benchmark checkpoint and analyzed. Based on this data new strategies and training plans will be developed to meet any benchmark not completed. When recruits do not meet a benchmark, the CISD executive team and the respective recruit will collectively identify learning goal(s) to develop then revise the initial learning plan to address the specific area of unsatisfactory progress. This will create opportunities for recruits to be successful in an individualized program aligned with the criteria set by the GROW Committee and growth mindset (i.e., not demonstrated/needs improvement; developing; proficient; accomplished; distinguished). Finally, based upon the needs identified by each of the metrics, ongoing budget decisions will explicitly target the development and/or realignment of the program goals.



**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
  - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

Crowley ISD has developed a team that consist of: Chief of Employee Services, Deputy Superintendent of Curriculum and Instruction, Director of College and Career Readiness, and Executive Director of Professional Development. The Chief of Employee services and Director of Employee conducted an needs assessment for the district that determined the hard to fill positions, student to teacher demographics and how they mirror one another. Their needs assessment identified that we are in need of Special Education, Bilingual and Texas Certified Career and Technology teachers.

Currently, our African American student population is 43.1 % to 21. % African American teachers. The student Hispanic count is 33.1% to 10.4% Hispanic teachers. The White students demographics are 17.7% to 64.6% white teachers. This data showed that our district 's student and teacher demographics are not mirrored and that there is a greater need for African American and Hispanic teachers. The grant will provide an opportunity for students who are historically underrepresented within Crowley ISD in the Educational and Training courses to be targeted for recruitment efforts.

Crowley ISD currently offers coursework in the Education and Training Program of Study pathway. Counselors from the Career and Technical Center (CTE) go to 8th grade campuses and provide career readiness information about the various programs of study available to students prior to course selection in the Spring. The district has a well-established and highly successful TAFE organization comprised primarily of junior and senior level students, but also includes ninth and tenth graders. However, our district goal is to focus our efforts on ensuring students at the ninth and tenth grade level are well informed and participating prior to their junior and senior years of high school. This will help increase the lower grade levels participation. The Grow Your Own grant will allow CISD to support these additional student opportunities.

Pathway 1 grant stipends would be used with our current CTE teachers who teach Education and Training courses. The expected activities and strategies to market the program to eighth graders and families would include: providing an Education and Training Showcase night for 8th grade parents at CTE in collaboration with our current partners Tarrant County College and Tarleton State University, Education and Training Course teachers and student representatives will visit 8th grade campuses to showcase CTE Education training and host Q&A sessions during lunches (marketing developing a brochure/handout, Tarleton info available) and provide "Future Crowley ISD Educator" t-shirts to students who enroll in courses. Additionally, to grow the capacity of our current staff, we will provide them with release time to attend Tarleton's Effective Schools Project Conference and the TEA led Teacher Institute. As a condition of receiving this stipend, teachers would be expected to commit to remain in the district for a minimum of two years. This would be an addendum to each teachers contract.

The district currently has a MOU with Tarrant County College in which all current dual credit courses filter through. Currently, CISD does not have an Educational and Training Courses that students can receive dual credit. However, it is our goal to that in revamping the Educational and Training program that this will be an opportunity that CISD will be able to provide.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

The Crowley ISD will email current paraprofessionals who hold a Bachelor's or Master's degree from an accredited university, but not teacher certification, inviting them to the information night. This group will include paraprofessionals, instructional aides, and long-term substitutes. At the information night admission requirements, cost, commitment, and logistics will be presented to interested participants. Admission requirements include and are not limited to overall GPA of 2.75 for last 60 hours, content area must match one of the certification areas TMATE (Tarleton Model for Accelerated Teacher Education – model developed to offer alternative ways of achieving teacher certification in a year-long graduate program) offers. Applicants must create a testing account and register to take the TExES exam: it is preferred that applicants take and pass the exam before the application deadline. Applicants must apply to the College of Graduate studies, selecting Master of Education (MEd in Curriculum and Instruction with TMATE concentration) and pay the \$50.00 non-refundable processing fee; provide official transcripts to the College of Graduate Studies from all institutions previously attended (excluding Tarleton); provide proof of residency; and submit an essay (no more than 600 words) addressing professional and career goals. Applicants must submit recommendation from current or most recent Principal and last two years of paraprofessional evaluations. Applicants can apply for financial aid or veteran's benefits if needed for the cost that the grant does not cover. Crowley ISD and Tarleton staff will assist applicants with completing their application for the Tarleton Model for Accelerated Teacher Education (TMATE) Program. Screening committee consisting of CISD District and Tarleton staff will review the interested applications to identify final candidates for participation. Applicants will participate in an interview and provide a writing sample. Notification of acceptance into the TMATE program will be emailed to the applicant.

Currently, CISD's student and teacher demographics do not mirror one another. African American student population is 43.1 % to 21. % African American teachers. The student Hispanic count is 33.1% to 10.4% Hispanic teachers. The White students demographics are 17.7% to 64.6% white teachers. Therefore, African American and Hispanic paraprofessional will be highly recruited especially employees with an interest in Bilingual, Special Education, and Math 4-8th. Candidates who are offered a contract will have a contract stipulation for three consecutive years of service with Crowley ISD based on satisfactory performance annually in assigned position. Applicants must demonstrate a commitment to degree, certification requirements, and completion. Prior to service, applicants' persistence in completing program and degree requirements will be evaluated by the collaboration between the IHE and LEA will be called the G.R.O.W (Giving Recruits Opportunities to be Well-prepared) Committee. The plan outlines the use of the identified SMART goals for Pathway two, benchmarks, performance measures, and activities. These items will be evaluated each semester to ensure that progress is being met. A grant timeline was created by the G.R.O.W Committee that specifies the expected and initiated date of completion for each benchmark and outcome. Job embedded training will be conducted by Tarleton's Fort Worth Satellite Campus and Crowley ISD. Candidates will participate in CISD's Newbie Network which meets regularly throughout the school year. Trainings will be led by the Executive Director of Professional Development and Program Evaluation. All candidates will be assigned a campus-based mentor.

CISD has received a letter of Intent from Tarleton University, which it is attached. Upon receipt of the Grow Own Grant a full MOU will be developed that outlines CISD's and Tarleton TMATE Program responsibilities.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	0	X \$11,000 =	0
Number of teachers who are teaching Education and Training courses, but not for dual credit	3	X \$5,500 =	16,500
Number of high schools with existing Education and Training courses in 2018-2019	2	X \$6,000 =	12,000
Number of high schools without existing Education and Training courses in 2018-2019	0	X \$9,000 =	0
<b>Total Request for Pathway 1</b>			<b>28,500</b>

**PATHWAY TWO**

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	7	X \$5,500 =	38,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	0	X \$11,000 =	0
Request for Pathway 2			38,500
Request for Pathway 1			28,500
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<b>67,000</b>

**PATHWAY THREE**

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Pathway 1 stipends	15,000
Subs	2,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Tarleton University TMATE program	35,000

**SUPPLIES AND MATERIALS (6300)**

consumable supplies and instructional materials and associated TAFE cost for pathway 1	6,000
Marketing and recruitment	6,000

**OTHER OPERATING COSTS (6400)**

Travel cost	3,000

Total Direct Costs 67,000

Should match amount of Total Request from page 8 of this application

**Indirect Costs** 1,354.74**TOTAL AMOUNT REQUESTED** 68,354.74

Total Direct Costs plus Indirect Costs



**Grow Your Own Grant**  
**Pathways 1 and 2 Grow Your Own Program Attachment**

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

3

**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.

- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Crowley ISD currently offers coursework in the Education and Training Program of Study pathway. Counselors from the Career and Technical Center (CTE) go to 8<sup>th</sup> grade campuses and provide career readiness information about the various programs of study available to students prior to course selection in the Spring. The district has a well-established and highly successful TAFE organization comprised primarily of junior and senior level students, but also includes ninth and tenth graders. However, our district goal is to focus our efforts on ensuring students at the ninth and tenth grade level are well informed and participating prior to their junior and senior years of high school. This will help increase the lower grade levels participation. The Grow Your Own grant will allow CISD to support these additional student opportunities.

Pathway 1 grant stipends would be used with our current CTE teachers who teach Education and Training courses. The expected activities and strategies to market the program to eighth graders and families would include: providing an Education and Training Showcase night for 8<sup>th</sup> grade parents at CTE in collaboration with our current partners, Tarrant County College and Tarleton State University. Education and Training Course teachers and student representatives will visit 8<sup>th</sup> grade campuses to showcase CTE Education training and host Q&A sessions during lunches and provide "Future Crowley ISD Educator" t-shirts to students who enroll in courses. Additionally, to grow the capacity of our current staff, we will provide them with release time to attend Tarleton's Effective Schools Project Conference and the TEA led Teacher Institute. As a condition of receiving this stipend, teachers would be expected to commit to remain in the district for a minimum of two years.

CISD will use the current teachers within the Education and Training Courses Program. However, the College Career and Readiness Director, alongside the campus principal, will revamp the marketing of this program. This will provide needed exposure to the world of education to students. In addition, the below metrics will be utilized:

- Currently, Crowley ISD does not have a teacher who is credentialed to provide dual-credit for students. In order to fill future vacancies or new positions, we will work with our Tarleton State University partners to recruit graduate students in the College of Education with successful prior teaching experience who are able to teach embedded dual credit courses, mirror the demographics of our students, build strong relationships with our students and staff, and advocate for the field of education.
- CISD will provide resources for marketing and a recruiting plan developed by all stakeholders

- Job description- requirements aligned to highly-qualified based on district and state requirements

This year 2% of high school students are enrolled in courses in the Education and Training Program of Study. Our goal is to grow this number by at least 10 % in 2019-20 and an additional 10 % in 2020-21. As these students advance through high school, they could receive up to 60 hours of dual credit before graduation, transition into a four-year university and complete their field teaching experience in our district. Our current ongoing partnership with Tarleton State University will facilitate this trajectory. Upon their college graduation, Crowley ISD will offer them a teaching contract.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

### **Profile of Students**

Currently there are 75 students enrolled in the Education and Training pathway. Of the currently enrolled students the ethnic breakdown is: 3% Asian, 44% Black or African American, 5% multi-racial, 19% White, and 29% Hispanic. In performance quartile, 31% are in the top quartile, 26% are in the second quartile, and 43% are in the third quartile. Additionally, 22% are male and 78% are female.

While all students will have equal access to the program, the intensive marketing will focus on students in the second quartile of performance, Hispanic students, and males. Currently, the district demographics indicates 52% are males and 32% are Hispanic but, in the Education and Training pathway, only 22% of the students are male and 29% of the enrolled students are Hispanic.

### **Marketing and Recruitment**

Marketing and recruitment of students will begin at the middle school level. Students currently enrolled in the Education and Training program will visit each middle school for an informational session for students. Additionally, an informational session will be planned for parents to highlight the program and the benefits. Crowley ISD will also plan a summer camp for 6<sup>th</sup> through 8<sup>th</sup> graders which will allow students to explore the Education and Training pathway and will include visits to Tarrant County College and Tarleton State University. All currently enrolled students will be given an Education and Training t-shirt with logo so they can be easily identified among the student population. This will also serve as a marketing tool. Currently enrolled students will participate in internships at local elementary campuses and will also serve these campuses by participating in field trips, at school sponsored events such as carnivals, and will serve as academic supports.

### **Persistence in the Program**

To support persistence in the Education and Training program, enrolled students will be included once each semester in learning walks with School Leadership staff. They also will attend induction professional development with the newly hired classroom teachers. Throughout the year, Education and Training

students will assist in district events such as pre-kindergarten enrollment, CISD Convocation, technology fairs, and professional development for classroom teachers.

Tarrant County College, Tarleton State University, and Crowley ISD will work with enrolled students on an individual transition plan for each student. The intent of the plan will be to ensure summer attrition in the program does not occur and each student matriculates to the next level. Students enrolled in the program will visit local colleges and will receive individual support from the College Advisor on their home campus for college applications, scholarships, and FAFSA.

Graduating seniors will receive a letter from the district that grants them priority access to interviews after college graduation. Also, upon high school graduation, students who have demonstrated success in the Education and Training program will be granted a paid teaching fellowship for summer programming in the district.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Does Not Apply- not awarding stipends for Dual Credit

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** (required only if applying for Pathway 2 funds in addition to Pathway 1)

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

7

**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The Crowley ISD will email current paraprofessionals who hold a Bachelor's or Master's degree from an accredited university, but not teacher certification, inviting them to the information night. This group will include paraprofessionals, instructional aides, and long-term substitutes. At the information night admission requirements, cost, commitment, and logistics will be presented to interested participants. Admission requirements include and are not limited to overall GPA of 2.75 for last 60 hours, content area must match one of the certification areas TMATE (Tarleton Model for Accelerated Teacher Education – model developed in 1986 to offer alternative ways of achieving teacher certification in a year-long graduate program) offers. Applicants must create a testing account and register to take the TExES exam: it is preferred that applicants take and pass the exam before the application deadline. Applicants must apply to the College of Graduate studies, selecting Master of Education (MEd in Curriculum and Instruction with TMATE concentration) and pay the \$50.00 non-refundable processing fee; provide official transcripts to the College of Graduate Studies from all institutions previously attended (excluding Tarleton); provide proof of residency; and submit an essay (no more than 600 words) addressing professional and career goals. Applicants must submit recommendation from current or most recent Principal and last two years of paraprofessional evaluations. Applicants can apply for financial aid or veteran's benefits if needed. Applicants must complete the TMATE application and submit a \$20.00 non-refundable application fee to the TMATE office. Crowley ISD and Tarleton staff will assist applicants with completing their application for the Tarleton Model for Accelerated Teacher Education (TMATE) Program. Screening committee consisting of District and Tarleton staff will review the interest applications to identify final candidates for participation. Applicants will participate in an interview and provide a writing sample. Notification of acceptance into the TMATE program will be emailed to the applicant.

Based on the last five-year hiring trends in Crowley ISD, recruitment of applicants which mirror Crowley ISD's student demographic will take priority. Areas of need are bilingual education, special education, and career and technology education. Candidates who are offered a contract will have a contract stipulation for three consecutive years of service with Crowley ISD based on satisfactory performance annually in assigned position. Applicants must demonstrate a commitment to degree, certification requirements, and completion. Prior to service, applicants' persistence in completing program and degree requirements will be evaluated. The collaboration between Tarleton State University and Crowley ISD will be called the G.R.O.W (Giving Recruits Opportunities to be Well-prepared) Committee. The plan outlines the use of the identified SMART goals for Pathways One and Two, benchmarks, performance measures, and activities. These items will be evaluated each semester to ensure that progress is being met. A grant time-line was created by the G.R.O.W Committee that specifies the expected and initiated date of completion for each benchmark and outcome.

Job embedded training will be conducted by Tarleton's Fort Worth Satellite Campus and Crowley ISD. Candidates will participate in CISD's Newbie Network which meets regularly throughout the school year. Trainings will be led by Executive Director of Professional Development and Program Evaluation. All candidates will be assigned a campus-based mentor.

### **OPTIONAL Shared Services Arrangement (SSA)**

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

<b>Fiscal Agent</b>	<b>County-District Number</b>

<b>Member LEA</b>	<b>County-District Number</b>





November 7, 2018

To Whom It May Concern:

This letter serves to confirm a partnership between the Tarleton Model for Accelerated Teacher Education (TMATE) Program and Crowley Independent School District. TMATE is a year-long graduate program for highly motivated people with a bachelor's degree, who want to become certified school teachers. TMATE's reputation as an exemplary teacher certification program makes TMATE participants very attractive candidates for school districts like Crowley ISD.

The two entities have met to determine if application to the Grow Your Own grant program would be beneficial to both parties. We have developed a "Pathway 2" plan that we feel will serve the paraprofessionals, aides, and substitutes within Crowley ISD and produce outstanding teachers who will then join Crowley ISD as teacher of record.

Since I joined TMATE as Director in 2013, Crowley ISD has hired multiple successful TMATE interns, so the Grow Your Own grant program was a natural way to continue our partnership. With over 60 current paraprofessionals who have already earned a bachelor's degree in Crowley ISD, there is a great need for this grant.

If I can be of assistance in any way, please do not hesitate to contact me.

Sincerely,

Laura Estes, Ed. D.  
TMATE Director

TMATE PROGRAM  
DR. LAURA ESTES, DIRECTOR

6777 Camp Bowie Blvd Suite 500, Fort Worth, TX 76116 | Office (817) 717-3690 | Fax (817) 484-4405  
[www.tarleton.edu/tmate](http://www.tarleton.edu/tmate)



**CROWLEY**  
INDEPENDENT SCHOOL DISTRICT

512 Peach Street  
Crowley, TX 76036-0688  
817-297-5800  
[www.crowleyisdtx.org](http://www.crowleyisdtx.org)

November 6, 2018

Texas Education Agency  
Document Control Center, Grants Administration Division  
1701 North Congress Avenue  
Austin, Texas 78701

Grow Your Own Grant Reviewers,


The Board of Trustees of the Crowley Independent School District pledges its full support to the Grow Your Own Grant Program, Cycle 2 Grant. The CISD Board will support the intention of the grant program to address several challenges Texas currently faces with regards to teacher shortages in hard-to-staff areas and demographic gaps between students and teachers because it aligns with our district strategic plan objective to recruit, employ, develop and retain a quality teaching staff to attain excellence in student performance.

Pathway One which focuses on recruitment efforts at the high school level through Education and Training courses for students who are historically under represented and Pathway Two which addresses transitioning instructional aides and paraprofessionals to certified teacher roles will support our efforts to provide professional growth opportunities for both our students and our staff.

The Board of Trustees is dedicated and committed to achieving our goals and growing the next generation of educators.

Sincerely,

The Board of Trustees of Crowley ISD

  
June W. Davis, President

  
Lyndsa Benton, Secretary

  
Ryan Ray, J.D.

  
La Tonya Mayfield, Ph.D.

  
Mia Hall, Vice President

  
Gary Grassia

  
Nedra Robinson